THE CANADIAN Modern Language Review



Feature Articles

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Lis Admertes Possesses
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Lis Loris de Paris

Alexander Lacey Robert W. Forrens J. G. Andjson Maurice Hebert Jean Jacques Bernard

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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Cordially yours,

J. M. Carriere, Vice-President, AATF.

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TORONTO 2

WORDS

By A. LACEY, Victoria University, Toronto (Presidential Address, O.M.L.T.A., April 1947)

T is often said, by way of reproach to those concerned with the study of languages and certain kindred subjects (the humanities in general), that this kind of education consists merely in the study of words. People who make that sort of charge nearly always go on to demand more attention to the study of things—reality, as they call it. Laying aside the perfectly pertinent questions: "What is reality?" "Would you know it if you saw it?" one would be perfectly justified, it seems to me, in replying to such a reproach: "So what?" Why should not education consist largely of training in the proper use of words?

Things, of course, must have their place in the educational program. We must learn to touch, taste, see, smell and hear, to weigh and measure, to have contact with the physical world. Even for these we need the knowledge and use of words. Without them we cannot communicate what we have learned about even the physical world. We do not think things, but words—which are the mental symbols of things. By some strange mental alchemy, they "stand for" things, and for facts about things, for ideas.

How much mental activity can be carried on without the use of words? Only the most embryonic. Without words, thought—or at least the transference of thought—is practically impossible. Without words (that is, language) no human society is possible. It is language that makes it possible for us to have ideas, to recall and to communicate these ideas, to convey emotions, to arouse activity, get things done. Language makes humanity possible. Furthermore, a language is the most intimate thing a people possesses. It is the outward expression of a people's inmost nature—its soul, the symbol of its very life. To learn a language, therefore, is to enter into that soul, to share that life, to have a part in the emotions, the thought-habits, of those who speak that language. We enlarge our outlook, we increase our experiences we "multiply" ourselves, when we really learn a new language.

The aim of language-study, therefore, should not be entirely practical (in the narrow sense); it should not be for the purpose of merely communicating facts. The chief aim should be not so much the imparting of factual knowledge as the arousing of sympathies, the deepening of emotions, the increasing of the power of appreciation and discrimina-

tion, the kindling of the imagination. In short, it should be the development of a well-rounded human being, not a repository of facts.

But language is a very dangerous thing. Words become charged with emotion, packed with suggestions, as well as with facts. So charged, they are like dynamite, only vastly more powerful. Men are driven mad by words, as we have only too much reason to know. We have seen recently whole nations driven into madness by the intoxication of words. Words may become a barrier between us and reality, instead of being a means of guiding us to reality. They may be, and too often are, used to convey prejudices that had better be allowed to die, to create attitudes harmful to individuals and to society as a whole. It is of the highest importance to learn how to use them properly.

We must learn what words really are, so as to be properly on our guard against the danger of their wrong use. We must learn, for example, to distinguish between the effective and the informative use of words. People often confuse the two, taking the first for the second. Even teachers often fail to make the proper distinction. Again, we often take the word for the thing, instead of the symbol of the thing. We take the "map" for the actual "territory." In fact, the academic mind is under a special temptation to substitute words for realities.

Think of the use (or abuse) of language in present-day "high-pressure" advertising. We are constantly being persuaded, benumbed, drugged, by persistent reiteration (highly charged with emotional dynamite) into buying this or that product. Appeals are being constantly dinned into our ears to buy so-and-so's product in order to be radiant, beautiful, attractive, etc. Thus the power of human communication (one of the most important factors in civilized life) is corrupted and abused. It is no wonder that people grow up with their heads full of wrong ideas, and are so subject to irrational behaviour. They live largely in a dream world created by the corrupt use of the gift of language.

There is so much in modern life, with its tremendous advance in the technique of communication, that lends itself to this sort of corruption. We need more than ever to be careful how we treat and handle words nowadays. We have had lessons enough on the danger of playing with that kind of fire. Take such words as Democracy, Communism, Capitalism, Labour, Private Enterprise, Fascism. How charged with emotional dynamite are these words! We need to do with them as is done with unexploded bombs—"defuse" them. In other words, we should try to define what they mean, or at least what they mean to ourselves when we use them.

We must be on guard against the varieties of meaning possessed by the single word. Someone has said that a word never means the same thing twice. It is certain that a word hardly ever means the same thing to different people. It will conjure up vastly different emotions, and cause even opposite reactions. If we are constantly on our guard against the tendency of words to become charged with emotional content, we may be able to keep our heads at times when we have to make important decisions.

I think the language teacher is in a good position to help in this regard. He should, for example, constantly stress the importance of considering a word in its context, so that the true meaning of it in each particular case may be the more easily grasped. The ignoring of contexts is a most vicious practice. The student learns the word "garçon," let us say. He soon discovers that the word does not mean the same in all cases. For example: "J'ai trois garçons et deux filles"; "Garçon, l'addition, s'il vous plaît;" "Il est garçon tailleur." Learning a foreign language certainly impresses on the mind the relativity of meaning of words. Words are not absolutes, as many illiterate people suppose (and among those illiterates there are probably many who would call themselves educated.)

We must learn to treat words for what they are, not as if they were realities in themselves. They are only what we make them. Much political talk is of the kind which takes words as absolutes or realities in themselves—of fixed and unvarying significance. Racial and religious bigotry, social ostracism, even personal enmity, often result from the bandying about of words that are more or less meaningless as they are used by people with "axes to grind." Such words become symbols of prejudice, not signs of actuality.

Society tends to fall apart when men cease to understand one another. This may happen even when they speak the same language (technically). The mature mind, the educated mind, must be flexible enough to adapt itself to this relativity of meaning, to take it into account, and try to get to the inner kernel of truth (if there is one) which lies inside the shell of words.

The greatest danger to-day is not so much from the uneducated, as from the half-educated, who are always expressing opinions without sufficient knowledge, whose "knowledge" is mostly mere prejudice, who know so much that "isn't so."

Herein lies, as I see it, much of the responsibility of the teacher of languages. He can, and should, help the growing minds of the students to grasp the necessity of weighing words carefully, of distinguish-

ing the shades of meaning in every word, of always taking the context into consideration. Thus they may eventually come to see that human relations are not necessarily an affair of sharp contrasts and oppositions—such as that of black against white—but that there is usually much to be said on both sides of every question, that the spirit of compromise, the resolving of supposedly exclusive interests, is one of the duties of citizenship, and a most necessary task for the future, if the world is ever to recover peace and stability. If he can assist in doing this, the language teacher will have earned the world's gratitude.

Les Formes de la Politesse

Chaque pays, chaque temps, a une façon spéciale de s'aborder. L'Orient est poétique:

L'Arabe dit: "Puisse-la matinée être belle."

L'Ottoman: "Oue Dieu t'accorde ses faveurs."

Le Persan: "Puisse ton ombre ne jamais diminuer."

La race jaune est pratique et prosaïque:

Le Chinois dit à ceux qu'il rencontre de bon matin: "Avez-vous mangé votre riz? Votre estomac fonctionne-t-il bien?"

Les anciens Grecs avaient l'âme épanouie: "Réjouis-toi."

Les Grecs modernes, devenus positifs et gens de négoce, se saluent en disant: "Que fais-tu? Comment vont les affaires?"

Les Romains primitifs, sobres et forts, se saluaient: "Vale, Salve." (Sois en bonne santé.)

Les Romains de la décadence se saluaient d'une façon effeminée: "Dulcissime rerum." (O le plus doux des objets.)

Les Italiens du Nord disaient jadis: "Santé et gain." On disait autrefois à Naples: "Crois--tu en sainteté?"

De nos jours, nous retrouvons la même variété, suivant les contrées:

On dit en Italie: "Comment êtes-vous?"

En Espagne: "Comment la passez-vous?"

En France: Comment vous portez-vous?"

Les Hollandais, peuple commerçant et navigateur, saluent: "Comment voyagez-vous?"

Les Suédois: "Comment pouvez-vous? Étes-vous dispos?"

L'Écossais hospitalier: "Comment vivez-vous?"

Le Russe salue laconiquement: "Soyez bien."

L'Anglais: "Comment faites-vous? Comment êtes-vous?"

-Almanach du Peuple (Beauchemin), 1915



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ROMAIN ROLLAND

By Robert W. Torrens, University of Western Ontario, London, Ontario

RECENT conversation with a graduate student at one of our Canadian universities has brought home to me again how exclusively Romain Rolland is still identified in the minds of many students of French Literature with Jean-Christophe. The last volume of that series was published in 1912. Rolland died on December 30, 1944. The intervening 32 years were full of investigation, pub-Without studying them one can have only a very lishing, action. fragmentary knowledge of the social thought and philosophy of Rolland. I would like to call attention to the author's request in the preface to La Révolte (1906). "I beg my friends and those of Jean-Christophe never to take any judgment as final. Each of our thoughts is only a minute of our lives. What would be the use of living if it were not to correct our errors, conquer our prejudices, broaden our minds and our hearts Every day we strive to acquire a little more truth. When we reach the end, you will judge what our effort was worth. As the old proverb says: "La fin loue la vie, et le soir le To indicate to readers of Jean-Christophe how much more there is to know of Rolland, I propose to review briefly various phases of his career and of the development of his social thought. The scope of this article does not permit references to purely literary or artistic interests and achievements.

Rolland's initial social contribution was an effort to solve the problems which his country faced as a result of the military defeat of 1871. To a France, humiliated and demoralized, other thinkers were advocating revenge against Germany as a unifying and vitalizing force. Rolland in his *Tragédies de la Foi*, countered with an appeal for regeneration through spiritual and cultural consecration. He claimed that the sacrifice of self to a high ideal, whatever the ideal may be, brings out the best qualities in man; triumph over one's baser, selfish instincts and over enslaving doubts is more glorious and more fruitful than conquering an enemy.

The Dreyfus Affair soon convinced Rolland that blind consecration to a cause may produce conditions as undesirable and dangerous to national welfare as those which result from lack of faith. Rolland was concerned not only over the threat to brotherhood and unity, and the lack of respect for truth and justice which were made evident by the Affair, but also over the ease with which selfish interests were able tog exploit blind partisanship for their own purposes. Rolland did not fight on either side in the Dreyfus Affair. Instead, in plays and essays, he attacked fanaticism, abdication of the intelligence, and the fear of facing reality.* He urged France to realize that its sacred device, "Liberty, Equality, Fraternity," had been nullified by the triumph of bourgeois materialism, and he advocated a return to the basic principles

Rolland felt that the desired social regeneration must come from the people. He and certain colleagues from the Revue d'Art Dramatique took steps to organize a People's Theatre which was intended to inculcate in the masses class consciousness, self-respect, and a desire for greater independence. Rolland set about planning a whole series of plays which might be used in the new project. He had completed only two of these plays** when the whole project was abandoned. It was charged that vested interests had done their best to thwart the movement, but more fatal yet was the indifference of the people. The more fortunate among the latter were seeking to rise above their class and shunned any enterprise labelled "people"; the less fortunate were too exhausted and poor to be interested in any kind of theatre. Rolland concluded that a people's art was impossible until the masses had the leisure to enjoy art—which meant freedom from overwork and poverty.***

Until 1902 Rolland's interest in social reform was confined to France. The Boer War drew his attention to international affairs. In his play, Le Temps Viendra, Rolland flayed imperialism and capitalism, satirizing the hypocrisy of the "civilized" nations which seek to share their culture with "backward" peoples. He points out the technique which had been developed to convince the world that imperialist conquest is necessary for the spread of education, religion, and modern hygiene.

Personal sorrows now temporarily distracted Rolland's attention from the international situation. Domestic and professional disappointments had shaken his faith in himself, and he felt the need of consolation and understanding. He found the inspiration he needed in a study of the lives of certain great men of the past who had risen above various sorts of frustration with their genius enriched by their sorrow. Wishing to share with others the consolation he had found, Rolland planned a series of biographies of great men. He published studies of Millet, Beethoven, and Michelangelo, and then the series stopped. He had found, on closer examination, there were few among the great who were examples of selfcontrol, moral perfection, and serenity of soul. Rolland turned to a fictional hero in whom he could combine the virtues and ideals that he admired. That hero, Jean-Christophe, is the personification of indomitable courage whose devotion to liberty, truth, and justice is beyond question, who laughs at misfortune, who emerges from the battle of life as master of his own soul.

Rolland was happier in fiction than within the limits of biography for another reason. In Jean-Christophe he was able to include a critique of Parisian society, attacks on imperialism, nationalism, and capitalism, and to encourage an attempt at Franco-German reconciliation. By means of the model friendship of Jean-Christophe and Olivier, Rolland sought to explode the false impressions which Germans and Frenchmen had of each other and to point out the qualities which could make them mutually helpful associates. The vigor, enthusiasm, and imagination of Christophe complimented Olivier's clarity, tolerance, and freedom from illusion. The richer the German dreams, the more necessary was French realism as balance. Rolland called these countries "the wings of the west," and stated that whatever harmed one injured the other also.

Rolland's hopes of European brotherhood were sadly shattered by the outbreak of World War I. After a short period of black despair, he devoted the next few years to a serious study of war guilt and to informing Europe of his conclusions.* He hoped that if the underlying causes of conflict were generally known and understood, public opinion might make impossible a "future return to barbarism." Rolland found that responsibility for the war was to some extent almost universal, but he placed major blame on the rival imperialistic governments actuated by anti-social capitalism. Liluli, a dramatic phantasy, presents in mordant satire Rolland's story of war guilt.

The almost universal, unquestioning support of the war and the uncritical acceptance of idealized propaganda had convinced Rolland that society most desperately needed men who would think for themselves and resist mass opinion and hysteria, even though it involved unusual sacrifice and suffering. Clerambault* sets forth the ideal of the free, responsible individual—an ideal which Rolland exalted for the first few years of the post-war period.

In May, 1917, Rolland had greeted the Russian Revolution as a step forward in social progress, for he believed that capitalism had condemned itself and was in its last agony. He had, however, serious objections to Marxism, and had refused an invitation to accompany Lenin to Russia in March of that year. In declining to identify himself with Communism at that time, he said that he was not convinced that communizing the means of production would guarantee a better humanity, that he objected to the substitution of scientific materialism for moral and spiritual values, and that he opposed the violence inherent in this social revolution. He announced his position as that of an independent who would co-operate with revolutionaries against all the tyrannies of the past, but who would co-operate with all the oppressed of to-morrow against all the tyrants of to-morrow. His program was to pass sentence on those in authority, to fight abuses, and to encourage resistance to oppression.

Rolland called the Treaty of Versailles a "victor's peace," and predicted that it would be followed by wars of revenge unless ways could be found to reform the existing social system and to unite mankind. His "Declaration of Independence of the Mind" in 1919 sought to unite the intellectuals of the world in the service of a free, frontierless truth. He then laboured to defend the unity of French Socialism, which was threatened with the secession of the French Communist wing. Failing to prevent the division, he strove to unite all the liberal parties of the country in a common program of action. Finding the groups in question mutually intolerant, Rolland gave up the effort to unite his own countrymen. He now turned his attention to Gandhi's efforts to unite Indians in a campaign of freedom.* Rolland was very much impressed by the religious, non-violent features of the Mahatma's program, and wondered if similar methods could not be successfully used in social struggles in the west. He even dreamed of co-ordinating "the two great wings of the Revolution"— India and Russia. After some consideration he abandoned this dream. for he felt that Europe's social conditions and the temperament of western peoples were not favourable for a successful imitation of Gandhi's movement in Europe. Lenin's death in 1924 brought about the sudden conversion of Maxim Gorki to Communism. Gorki and Rolland had been friends since the beginning of the century, and had found themselves in agreement on most social questions. Although Rolland had not changed his views on Communism, his friend's conversion caused him to review his stand on the U.S.S.R. The growing power and the political crimes of Italian Fascism had a more important effect on Rolland's thinking. He became convinced that the forces of reaction were growing and becoming solidly entrenched in power. The threat of a coalition of democratic and fascist states against Russia in 1927 made it appear to Rolland that a death struggle was imminent between the world forces of reaction and revolution. He felt that in such a struggle neutrality was impossible—one must be either for or against progress. He then allied himself with communism.

Romain Rolland had always stood for truth, justice, liberty. He had always maintained that means are more important than ends, that spiritual values are the very essence of life. How could he give his support to an atheistic, materialistic, violent dictatorship? Rolland debated with himself for a long time over these points. He has given us his reasoning in fictional form in L'Ame Enchantée* and in more direct form in three collections of notes, letters, and essays.** study of these works convinces me that the main factor in Rolland's conversion to communism was his intense fear and hatred of fascism. He saw that in moments of great crisis one cannot make an ideal choice; one must fight the greatest menace. He does fail to face certain crucial questions with regard to communism, and he rationalizes away some of his earlier objections. He now says, for example, that there can be no individual freedom in Russia until the Revolution has triumphed over internal and external enemies, that he had over-estimated the possibility of accomplishing social reform without violence, and finally, that after studying the modern Indian religious leaders, he is convinced that service to humanity is the highest form of religion.

As early as the 20's Rolland's name, influence, and support were constantly being sought for many social causes. The list of his visitors and correspondents reads like a Who's Who of world liberals. Gandhi visited him in Switzerland in 1931 after having offered for years to make the long trip to Switzerland for the purpose of conferring with Rolland. Rolland sent addresses to meetings and organizations too numerous to mention. In 1932 he was President of the Ligue Internationale des Combattants de la Paix, and in 1933 Honorary President of the International Anti-Fascist Committee. He was busily occupied with these and similar activities until the outbreak of World War II.

In 1939 Rolland published a play which is of some interest to us. In the early days of the century he had written a number of plays concerned with leaders of the French Revolution. He now comes back to that subject and gives us *Robespierre*. Although Robespierre is not entirely idealized, we find that Rolland has altered his attitude toward

dictators and dictatorships since his early revolutionary plays. He pleads in Robespierre's defence his fragile health, the superhuman task he tried to perform; he lauds his integrity of character, lucidity of genius, and his inflexible attachment to the popular cause. We note, however, certain remarks that show us that Rolland had not lost all critical judgment where dictatorships are concerned: i.e., "Le pouvoir trop longtemps prolongé empoisonne le jugement," and "C'est le destin de toute révolution que, les formes étant toujours en fusion, on doit veiller à ce que celles qui sont un jour des instruments nécessaires à la defense de la liberté ne dégénèrent quelque autre jour en instruments d'oppression qu'il faut sur-le-champ briser."

Romain Rolland was by inclination a musician, by training a historian, by profession a teacher and a man of letters. Humanitarian sympathies and early cultural influences directed his interests into the field of social and political reform. Warmth of heart and a faith in the ultimate perfectibility of human society were Rolland's qualifications in lieu of scientific training and practical experience in this field. His guiding principles were love of truth, liberty, justice, and the desire to bring about human brotherhood and unity. Rolland was exceptionally courageous and energetic in his battles for the welfare of society; defeated in one project, he always threw himself wholeheartedly into another. As Rolland grew older, a revised conception of human nature and the organization of society brought changes in his diagnosis of society's ills and his prescription for their cure. We may disagree with his analyses and deplore some of his conclusions, but we must concede that his activities were always motivated by the highest of ideals.

- * le Triomphe de la raison, les Loups, "le Poison idéaliste."
- ** Danton, le 14 Juillet, these, the two plays listed just above, and others which he added at intervals during his life-time are part of the series Théâtre de la révolution.
 - * le Théâtre du peuple: Paris, Hachette, 1903, gives in detail the story of this enterprise.
 - * Audessus de la mêlée: Paris, Ollendorf, 1915, and Les Précurseurs: Paris, L'Humanité, 1919, contain many of the articles, essays, and much of correspondence devoted to this subject.
- * As a result of this study, Rolland has given us two important studies which appeared in the 20's: Mahatma Gandhi and a three-volume work Essai sur la mystique et l'action de l'Inde.
- * Published in four volumes between 1922 and 1933. Vol. IV which is in three tomes contains most of this reasoning.
- ** Quinze ans de combat: Paris, Rieder, 1935. Par la révolution, la paix: Paris, Editions Sociales Internationales, Compagnons de route: Paris, Editions du Sablier, 1936, 1935.

LES ADJECTIFS POSSESSIFS

Cours Moyen, Première Partie, Leçon I.

Par J. G. Andison, University College, U. of T.

S'il y a, dans la grammaire française, un chapitre sur lequel on glisse plus légèrement que sur un autre, c'est bien, me semble-t-il, celui qui traite des adjectifs soi-disant possessifs. Une fois dressée la liste des formes (ou morphèmes, comme on en vient à les appeler aujourd'hui). on dirait qu'il ne reste plus grand chose à dire à leur sujet. C'est ainsi qu'on ne trouve, dans l'une et l'autre partie de Cours moyen, qu'une seule page en tout où l'on explique d'une façon strictement formelle l'emploi de ces possessifs. Et pourtant, parmi les "satellites" du nom (articles, adjectifs, démonstratifs, etc.), il n'y en a guère qui aient un emploi plus varié que ceux-là. Leur fonction propre est, bien entendu, d'établir un rapport d'appartenance, mais derrière celui-ci, c'est une foule d'autres rapports qui s'expriment par leur moyen. Aussi, au risque d'être accusé de vouloir enfoncer des portes ouvertes et de dire ce que nul n'ignore, est-ce mon intention dans ce court article d'esquisser très brièvement un certain nombre de ces rapports, de manière à proposer un genre d'exercice qui pourrait avoir son utilité dans l'enseignement.

Rapportons-nous donc à la toute première lecon de la première partie de Cours moyen. Ici, c'est bien des adjectifs possessifs qu'il s'agit. Mais combien d'entre eux expriment réellement l'idée de possession? Evidemment, c'est le cas de quelques-uns des exemples de cette leçon: le monsieur en question est "un de ces Normands qui n'aiment pas dépenser leur argent"; il dit: "mon vieux complet," mais quand, dans la même phrase il dit "ma femme," on sent-bien qu'il s'agit d'un tout autre genre de possession ou plutôt de relation que lorsqu'il parle de "son complet." S'il se rend chez Dupont, c'est que "ses complets à 230 francs sont excellents." On voit bien que l'expression "ses complets" signifies "les complets qu'il vend—les complets qu'il confectionne." Le vendeur, chez Dupont, est un jeune homme qui se fait remarquer par sa mise un peu trop recherchée et par ses manières doucereuses; il a tellement impressionné le client qu'il devient pour celui-ci "mon beau vendeur." Qui ne voit que le possessif, dans ce cas, souligne la forte impression ressentie par le client et qu'il récèle même une légère Enfin, après qu'on lui a pris "ses mesures," le nuance d'ironie. client demande: "Quand mon complet sera-t-il prêt?" A strictement parler, le complet n'est pas encore la propriété du client, car il ne l'a pas encore payé, et le tailleur ne l'a pas encore fait; le possessif ne fait que marquer ici "le complet dont le client vient de choisir l'étoffe et que celui-ci a convenu d'acheter dès qu'il sera fait.

Tout ceci pourrait passer pour un jeu assez puérile; mais le fait est que le nombre des rapports exprimés par l'adjectif possessif peut s'étendre presque à l'infini. On dit "mon pays," c'est le pays où je suis né, que j'habite, le pays dont je suis un citoyen; de même pour "mon village," "mon quartier," "notre rue," etc. "Mon devoir," c'est le devoir que j'ai fait ou que j'ai à faire. "Mon école" c'est l'école où je fais mes études; de même que "mon professeur d'histoire," c'est le professeur qui m'apprend l'histoire, dont je suis le cours d'histoire, etc. Quand d'autre part je dis "mon club," "mon cercle," je parle non d'un cercle qui m'appartient, mais bien d'un cercle auquel j'appartiens pour ainsi dire et dont je suis un des membres. "Notre appartement," c'est l'appartement que nous habitons et non pas celui dont nous sommes nécessairement les propriétaires; de même pour "notre maison" et les rapports exprimés par une infinité d'expressions telles que "mon taxi," "mon train," "mon bateau," etc.

Le possessif marque bien d'autres rapports encore; on dit: "elle souffre de sa migraine aujourd'hui" pour parler de la migraine dont elle souffre habituellement, de même que lorsqu'on dit: "il a mal à son bras" on laisse entendre qu'il s'agit du bras qui lui fait mal assez souvent. A noter le rapport établi par le possessif dans la phrase: "elle a toutes ses dents."

Nous avons remarqué la nuance d'ironie et de mépris (ou simplement de condescendance) dans la phrase "mon beau vendeur," c'est que le possessif peut exprimer toutes sortes de sentiments. Lorsqu'on dit, par exemple, "je la connais, ton histoire," on veut dire qu'on est excédé d'avoir tant entendu cette histoire, ou bien on marque par là son impatience, son agacement. Cette extension du sens du possessif se trouve dans d'autres phrases du même genre. Si l'on s'écrie : "Le voilà, votre chat" on peut très bien entendre par là, soit "le chat qui vous réveille la nuit avec ses miaulements" selon l'interprétation de Brunot, soit n'importe quoi d'autre, selon les circonstances. On rencontre souvent des phrases comme: 'il connaît bien son histoire" (il est très calé en histoire), "il possède bien sa géographie" (il est très fort en géographie), "elle sait son monde" (elle sait se conduire, elle est bien élevée), etc. Dans son livre La Pensée et la Langue, Brunot donne certaines expressions qui résistent à toute analyse, par exemple : 'il gagne ses 10 piastres par jour." "cette voiture fait ses soixante à l'heure."

S'agit-il d'un mot, on parle de sa signification, de son emploi (la manière dont on l'emploie), de son extension, de son utilité. S'agit-il d'une émotion, c'est celle qu'on ressent qu'on éprouve—par exemple, "ma joie," "mon regret," "mon bonheur," etc.

Employé avec un nom d'action, le possessif marque surtout le "sujet" arrivée, etc.," c'est comme si on disait "je pars, tu reviens, il (elle) arrive, etc." (Cf. "mon objection, ma croyance, mon attente, mon espoir, mon succès). Si l'action est transitive, le possessif peut être l'équivalent du complément d'objet: "Nous sommes allés à sa rencontre," c'est le même que d'aller le rencontrer. Citons à ce propos la phrase de Pierre Benoît dan le Délégué belge:

Avec ma valise, sous la pluie, je ne pouvais pas, cet hôtel des Bains, partir à sa recherche.

De même, "mon prédécesseur," c'est "celui qui m'a précédé," et ainsi de suite à n'en plus finir.

L'adjectif possessif, comme déterminatif, sert aussi à marquer d'autres nuances dont on fait ressortir la valeur par des oppositions. On dit: "Colonel" ou bien "Capitaine" si on est sur un pied d'égalité avec les officiers de ces grades, ou si on leur est supérieur, bien entendu. On dit: "Mon colonel . . . mon capitaine" pour marquer qu'on est d'un grade inférieur. (Cf. l'opposition "Comte . . . Monsieur le Comte," cette dernière expression étant réservée à l'usage des inférieurs, des domestiques).

Le possessif marque aussi l'affection: "Venez, ma fille," "Qu'avezvous donc, mon poète! (Musset, dans *Nuit d'octobre*). Par contre, dans l'opposition "Ami mon ami," c'est la première qui est la plus affectueuse.

Ce n'est pas ici le lieu d'examiner comment on exprime en français la véritable idée de possession; cela nous entraînerait trop loin, mais on devine que là encore il y a une très grande variété d'expressions.

En conclusion, je crois entendre l'objection de ceux qui diront qu'il n'y a rien dans tout ceci qui soit particulièrement propre au français, qu'il en est ainsi avec les possessifs des autres langues. Je le sais bien, mais il n'est pas question de cela, car il ne s'agit pas ici de faire l'éternelle comparaison du français avec l'anglais, il s'agit plutôt de faire pénétrer par l'élève le sens intime de certaines expressions très communes, mais que par là même, on ne songe pas à analyser. Je donne cette façon d'envisager le sujet comme un exercice à mettre sur le même rang que la recherche des soi-disant synonymes.

 On se souvient de la phrase dans le Voyage de M. Perrichon: "elle est toujours comme ça quand elle n'a pas pris son café. Le possessif donne souvent l'idée d'une chose habituelle.

SALUT CANADIAN AUX POETES DE LA FRANCE LIBEREE

Beaux Poètes de France, on vous aime d'amour Au pays où fleurit le verbe de vos pères. Le Canada français, vous lisant, troubadours, S'affranchit de ces temps à nos âmes si lourds Où nous portions le trop long deuil de vous naguères.

Vos chants rompent vos fers, rossignols éternels. Du plus haut point, Paris, jaillit le verbe tendre Et fort que l'univers est enivré d'entendre Et que nous recueillons, par ces soirs solennels, Sentant en nous la pure et grave joie ascendre.

Martyrs de la pensée et martyrs de la foi En la France, et jetés au cachot avec Elle, Vous vous levez en sa lumière et sous sa loi, Les premiers à souffrir, les premiers en l'arroi Triomphal où la Muse est à l'Honneur fidèle.

Nous songeons à nos fils dont le sang a coulé Pour que vécût la France et s'accomplît la Gloire; Pour que la Gloire fût mieux qu'un mot étoilé Que le preste matin d'un rayon a voilé; Et que la Paix allât de Victoire en Victoire.

Vous nous retrouvez tels que le Destin nous fait; Si la cause fut noble, ainsi sera l'effet. L'étincelle allumée, inextinguible, brûle, Puisque l'ardeur gauloise en nos veines circule. La Race à son blason ne veut point de macule.

Chers Poètes aînés, votre orgueil est en nous: Devant l'Idéal seul nous ployons le genou. L'Art, la Beauté, le Bien sont de même allégeance. Nous ne désirons plus que votre voisinance; Et, nous trouvant unis en un pacte si doux,

Nous vous aimons d'amour, beaux Poètes de France. (Québec mai 1945.) (Fresque pour un Panthéon canadien.)

MAURICE HEBERT

EDITOR'S NOTE: Poet, publicist and literary critic, Maurice Hébert, has exerted a profound influence on French-Canadian thought and letters. In his capacity as director of the Provincial Tourist Bureau, he has welcomed countless visitors from English-speaking Canada and the United States, giving them a foretaste of the hospitality which lies in store for all who travel the highways and byways of Old Quebec.

LES TOITS DE PARIS

Un article inédit de Jean-Jacques Bernard

Depuis sept ans les toits de Paris ont cessé de fumer. Et l'on peut même dire qu'ils fument beaucoup moins à l'aube de 1947 qu'ils ne fumaient en 1940. Alors Paris vivait encore sur ses réserves, comme Mais Paris, comme la France, a été lentement, la France entière. soigneusement vidé, pompé par un occupant méthodique et inflexible. Cela fut horrible, mais explicable. Ce qui l'est beaucoup moins, ce qui même ne l'est pas du tout, c'est que, deux ans et demi bientôt après sa libération, Paris ait toujours aussi froid, c'est que les foyers soient encore éteints, c'est qu'on ne sache pas comment réchauffer les enfants, c'est qu'on songe à fermer des écoles faute de charbon, c'est qu'on rassemble les malades des hôpitaux dans des couloirs parce qu'on n'a pas de quoi chauffer les' dortoirs, c'est que les toits de Paris couverts de neige ne découpent sur le ciel d'hiver que des cheminées inutiles, des cheminées mortes, d'où ne s'èlève aucune fumée, si légère soit-elle. Ou si, de place en place, une fumée inattendue vient troubler la transparence de l'air, on la regarde avec une surprise mélancolique.

Pendant la guerre aussi les cheminées avaient cessé de remplir leurs fonctions et se découpaient sans panache sur le ciel immobile. Mais c'était la guerre: on acceptait, comme on accepte une fatalité au bout de laquelle on espère une délivrance. La délivrance est venue, mais non le charbon.

Pendant la guerre, pendant l'occupation, une cheminée qui fumait provoquait des attroupements discrets. Avec toute la prudence que commandait la présence des uniformes vert-de-gris, les ménagères dont les enfants avaient froid commentaient cette fumée qui s'échappait d'un immeuble aussi-tôt soupçonné. "Celui-là, disait-on, c'est un collaborateur." Car on pensait bien que seuls les collaborateurs pouvaient se procurer de charbon à discrétion. Le marché noir? Mais c'était les Allemands eux-mêmes qui l'organisaient, on le savait bien. N'était-ce pas eux qui détenaient le charbon avant tout autre produit? Ains raisonnaient les ménagères dont les enfants avaient froid et, si ces vues étaient un peu simplifiées, il y entrait du moins une grande part de logique. Et la cheminée qui émettait tranquillement son panache de fumée noire parmi l'armée des cheminées silencieuses, il y avait de grandes chances pour qu'elle fût suspecte.

Mais aujourd'hui? Pour allumer un calorifère d'immeuble, imaginet-on à quel vertige de marché noir, de combinaisons et d'intrigues il faut s'abandonner? Aucun propriétaire n'a le souffle nécessaire et il faut bien que les locataires s'arrangent par leurs propres moyens. La plupart gèlent, c'est un fait, et la transparence du ciel d'hiver n'est guère troublée par la fumée. Longues, longues théories de cheminées inutiles, comme une armée depuis si longtemps au repos. Se remettra-t-elle jamais en marche? Comment les ménagères dont les enfants ont toujours froid ne se pose-

raient-elles pas, deux ans et demi après la libération, cette question angoissante? Toits de Paris vides, silencieux et mélancoliques, dans le ciel d'hiver, sous la neige. Toits de Paris, comme il faudrait que tous les amis de la France dans le monde entier pussent vous voir et comprissent! Toits de Paris symboliques qui signifiez: enfants grelottants, enfants mal nourris, enfants mal résistants, mortalité infantile accrue, inquiétante, femmes fragiles qui mettent au monde des petits mal armés, vieillards qui souffrent, malades qui souffrent, peuple qui souffre. Mais les amis de la France, deux ans et demi après la libération, lui marchandent le charbon.

Nous savons qu'en quelques pays on fait campagne pour l'Allemagne, pour les Allemands misérables, pour les enfants allemands. Nous ne demandons pas la mort des enfants allemands, oh! non. nous ne demandons pas le châtiment des enfants allemands, oh! non. Nous ne demandons pas qu'ils souffrent et nous savons bien que la souffrance est mauvaise conseillère. Nous demandons seulement qu'ils soient éduqués et qu'ils comprennent et qu'ils soient différents de leurs pères. Et nous savons bien que c'est là le premier problème.

Mais nous demandons aux amis de la France qui seraient tentés de mal équilibrer leur pitié, de ne pas oublier qu'il y a des enfants français et que c'est la France qui fut violée. Une pitié mal équilibree, c'est la France automatiquement punie. C'est la victime sacrifiée.

Or, nous savons bien que la plupart des étrangers, quand ils viennent à Paris, ne voient pas la France. Ils descendent dans des hôtels qui sont généralement des palaces où tout est prévu pour qu'ils ne manquent de rien, pour qu'ils ne voient rien, pour qu'ils ne soupçonnent rien, où le beurre ne fait pas défaut, ni le vin, ni la viande. Vingt fois depuis la Libération j'ai pu faire une observation de ce genre, constater la stupeur des Anglais ou des Américains recus dans une famille française ou l'on ne cherche pas à les éblouir en leur montrant la vie telle qu'elle n'est pas. Mais bien peu d'étrangers, malheureusement, ont eu le privilège de pénétrer au sein d'une famille de France et de la voir dans sa simple et dure vérité. Alors, parce qu'ils ont été bien nourris dans un palace délicatement réservé à la clientèle étrangère, parce qu'ils ont eu chaque jour viande et beurre à discrétion, ils rentrent chez eux en disant: "La France ne manque de rien." Mais ils n'ont pas vu la France.

Il faut bien que cela soit dit et les Français ne le disent pas assez. Les Français sont fiers et n'aiment pas montrer leur misère. Même aux pires moments de l'occupation ils portaient encore beau. C'est pour cela que leur âme n'a jamais été vaincue. Mais cette fierté aujourd'hui se retourne contre eux. Or, les Allemands, dès qu'ils sont battus, sont beaucoup moins fiers et n'hésitent pas à crier tant qu'ils peuvent. Et les amis de la France s'y laissent prendre. Quand ils rentrent de France et que les Français out eu à souffrir de leurs détresses, ils, disent: "Les

Français sont gentils, mais les Allemands ont faim."

Hélas! ils n'ont pas su regarder les toits de Paris.

JEAN-JACQUES BERNARD

Jean-Jacques Bernard, French dramatist and novelist, son of the well-known playwright, Tristan Bernard, is considered to be the outstanding exponent of the dramatic theory called "The School of Silence." His dramatic art reached its peak in 1922 with the publication of Martine, which tells the simple story of a peasant girl's romance with a city charmer. Bernard has also written short stories, as well as novels such as Le Roman de Martine (1929) and Madeleine Landier (1933). After the liberation of France he wrote an account of the imprisonment of French Jews in a concentration camp, fittingly entitled Camp de la Mort lente: Compiègne 1941-1942. This frank exposé of Nazi cruelty was published in France in 1945.

COMMUNICATION DU COMITE DES FRANÇAIS LIBRES

Le Comité des Français Libres est heureux de remercier tous les Professeurs de français de la Province, qui depuis sept ans ont si généreusement donné de leur temps et de leur influence, pour aider notre

pays dans son grand malheur.

C'est à l'occasion du Congrès annuel des Professeurs de Langues Modernes de 1941 que le Comité, formé en 1940, a reçu le premier don important. Depuis, à chaque appel reçu et relancé par nous: "Tag-Day, Cartes de Noël, collectes de vêtements pour Saint Pierre et Miquelon, pour les marins du "Richelieu," pour les bébés, pour la population, ceux qui enseignent notre langue ont contribué largement au succès de ces activités en parlant du grand besoin de la France à leurs élèves, en envoyant des colis aux familles nécessiteuses et en nous envoyant un nombre imposant de vêtements.

Qui aurait cru que tant de personnes manqueraint d'habits si longtemps après la guerre. Nous ne savons plus à qui nous adresser, les vêtements usagés en bon état se faisant de plus en plus rares. Nous espérons cependant que dans les Collèges il y a encore des étudiantsqui grandissent tellement que leurs affaires ne sont plus à leur taille et qu'ils voudront bien les donner à leur Professeur si ceux-ci veulent

bien nous les envoyer même "Port dû."

De notre côté nous les expédierons à l'une des organisations bénévoles suivantes: Comité Français d'Assistance aux Orphelins de Guerre, Paris; Maison de la Famille, Strasbourg; Amis des Enfants de France, Paris: Enfance malheureuse, Pas le Calais, sans oublier l'Association des Français Libres de Paris qui voudrait envoyer dans tous les départements. Nos expéditions se font par caisses de 150 livres à un coût très minime, la Croix-Rouge Canadienne voulant bien se charger du transport en mer.

Nous savons que les enfants qui reçoivent des dons du Canada aiment remercier le donateur, les élèves peuvent donc joindre leur nom et adresse aux vêtements, sous-vêtements et souliers.

> Comité des Français Libres, Consulat de France, G. Lestocart (Madame), Chargée de Oeuvres, 64 Wellington St. West, Toronto, 1.

A PROJECT FOR FRENCH CLASSES

ORT HOPE High School is not the first to adopt needy French children, but I feel that my French classes have shown an enthusiasm which is not at all ordinary. With an attendance of less than three hundred, we have adopted eleven orphans, to whom we expect to send food and clothing until our help is no longer needed.

On March 15, I suggested to all my classes that we adopt one of these children, thinking that the school as a whole might be willing to take one or two. To my surprise and delight, each class wanted one of its own, and my own class insisted that they could look after a brother and sister. IXA, a class of boys, were all for adopting a baby girl, but when I suggested that she might look rather queer in their cast-off clothing, they agreed that a fourteen-year-old boy might be more suitable.

I wrote immediately to the Comité de Français Combattants, 64 Wellington Street West, Toronto, for names, and on March 9 each class knew the name and circumstances of its orphan, and three of the classes had sent off an eleven-pound box of food. They were ordered through Simpson's at a cost of \$5.88 each, including postage. In the next two days the rest of the classes had sent their first food parcel.

The pupils began immediately to bring clothes for a second box, which we packed ourselves. Each class sent eleven pounds of clothing, costing \$2.25 for postage. Frankly, I was delighted with both the quality and the quantity of their donations. Indeed, most of the grades had enough for a second box in June.

Thank-you letters were slow in coming, but in spite of this, the classes continued to send their boxes regularly. Each class sent one food box a month for March, April, May, and June, as well as the two boxes of clothing. Altogether they spent over two hundred dollars in less than four months. What pleases me most about this project is that the pupils have given every cent of this money out of their own allowances. We did not hold any concerts, teas, or raffles to raise funds, and the work was kept to a minimum, as the pupils were easily convinced that Eaton's or Simpson's or a local store could pack a box more cheaply than we could.

The end of the year came, and in spite of examinations, the question in every class was, "What about our orphan during the summer holidays?" Obviously, it was impossible to collect money for boxes, so we held a Garden Tea at the end of June, with the proceeds of which we were able to send an extra ten-pound box of food during the summer.

Each class has now received from two to five letters, all so full of gratitude and good feeling toward Canadians in general that we all feel that it was well worth while.

LOTTIE R. HAMMOND,

LETTERS FROM FRANCE

Chère Miss Farley:

Je suis si contente que ces deux petits livres vous aient fait plaisir. Comment le professeur de dessin a-t-il trouvé les illustrations? Je vous enverrai d'autres la semaine prochaine—probablement un de ces livres pour enfants. Je veux qu'ils vous disent toute mon amitié pour le Canada, pour vous tous.

Connaissez-vous le fonctionnement de l'Enseignement en France? Voudriez-vous que je vous le dise dans ma prochaine lettre?

Ensuite je viens d'être encore une fois très fatiguée. Cette fatigue est due au travail et à la sous alimentation. Le docteur m'a fait une ordonnance. Ainsi je vais pouvoir acheter 1 livre ½ de sucre par mois, au lieu d'une livre et ¼ de litre de lait par jour.

In a month, these are the things we can get for our "meals" here in our country town: Sugar, 1 pound; coffee, 125 gr.; oil, 300 gr.; butter, 200 gr.; bread, 300 gr. every day. It is all. Shoes are also given with tickets, and it is not everybody who can get a ticket. Stuffs also are with tickets, wool, etc. But we are full of hope, and we want to work much to see one day our country rich and pleasant. I like France very much.

A nous Français, il nous tarde d'avoir un gouvernement et une constitution; nous allons voter dimanche pour élire les députés. C'est très important.

If any French books look very interesting to you, say to me.

Now, I thank you very sincerely of the two parcels your pupils send to M. Lux—the other for me. Je suis très touchée de votre geste.

Croyez en mes sentiments les meilleures et les plus amicaux et merci.

L. MERCIER LOUISE

This is part of one of many letters from France being received at Trenton H.S. Miss Farley tells us her students send parcels of food and clothing to needy French families whose names are supplied them by the Free French in Toronto. She says they are very grateful, and the letters of acknowledgment are very pathetic.

G. E

STUDENT BONERS

- Le professeur: Quel est le féminin de "mouton"? L'élève: Bréboeuf.
- (2) Le professeur: Etes-vous né sous une bonne étoile? L'élève: Non, mademoiselle, je suis né dans un hôpital.
- (3) Extrait d'une dictée: Nous étions au petit déjeuner, ma faim et moi.

K. HALFORD.

Orillia Collegiate.

EXTRAITS DE LETTRES DE NOS AMIS DE FRANCE ET DES ILES DE SAINT-PIERRE ET MIQUELON

Nous sommes tous extrêmement touchés de l'intérêt si amical que les Canadiens veulent bien avoir pour la situation actuelle de notre pays.

J'ai reçu avec beaucoup de plaisir votre superbe paquet que vous avez eu la gentillesse de m'envoyer. En France nous manquons de bien des choses, de vêtements comme de nourriture. C'est pourquoi tout ce que vous m'avez envoyé m'a bien fait plaisir.

Cet hiver je mettrai la manteau que vous m'avez envoyé. Il me va

bien.

Veuillez trouver dans cette lettre quelques timbres pour vos élèves si parmi elles se trouvent des collectionneurs.

J'écoute souvent sur le T.S.F., la voix du Canada, ce qui me fait penser à vous et à vos gentilles élèves dont je conserve tous les noms.

Je sais que vous aimez bien la France. Ça me fait bien plaisir. Moi, aussi, j'ai souvent entendu parler du Canada et j'aime bien toutes les petites Canadiennes qui ont eu la gentillesse de penser à moi.

Au revoir, mes chères amies, je serai très contente d'avoir de nouveau de vos nouvelles. Je vous envoie mes meilleures amitiés.

Votre nouvel et si touchant envoi vient d'arriver. Nous sommes très vivement émus par votre don généreux pour nos pauvres compatriotes.

Les enfants de France seront très reconnaissants à ceux du lointain Canada qui, anisi, prendra pour eux une réalité vivante d'avoir eu la

gentillesse exquise de se pencher sur leurs besoins.

C'est le lundi de Pâques que j'ai reçu le colis que vous avez eu l'amabilité de m'adresser pour les enfants. Tout de suite je me fais un devoir et un plaisir de vous remercier de votre délicate attention pour les enfants. La joie des enfants a été très grande. Merci en leur nom, chère Mademoiselle Elliott. Merci également à vos gentilles élèves.

Je me permets de vous envoyer un petit ouvrage confectionné par les enfants. C'est bien peu mais c'est de tout coeur et je vous prie de

l'agréer.

This gift from the children of Saint-Pierre et Miquelon, a linen luncheon set, consisting of a centre-piece and six napkins, was given as a prize in a French competition among all my pupils.

NORAH ELLIOTT, Eastern High School of Commerce, Toronto.

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AN ENGLISH LETTER FROM FRANCE

My Dear Friend:

Tuesday, August 13th.

I am very happy to be in correspondance with you. I shall wish at the more soon to know of your news because that shall me do pleasure. I believe that you must well to amuse you there how me here.

I do not me weary. I pass of very good holidays. I go often to the sea with my fellows. We are a troop of heigh to ten young girls.

Some hiver we go at the hill where we breathe the good air. We depart in the morning and we come back in the evening.

I shall wish to know the age that you have. Me I have almost thirteen years that shall me do pleasure. I shall loved also that you send me your photography. I will be very glad to have its.

I believe that there how you must have hows many friends. Say me so you go always at the school, in what class are you.

Me I am in sixth, at the month of october I come in fifth. I have never more of others to say you. I think that you go to write me at the more soon.

A good day of your correspondent.

ELIANE.

Say me the nomber of mistakes.

VACATION NUMBER, 1947

23

RE-ORGANIZATION OF "VISITES INTERPROVINCIALES"

Readers of *The Review* are certain to know of "Visites Interprovinciales." In fact, they and *The Review* are parts of "Visites Interprovinciales," for "Visites Interprovinciales" is only an attempt to organize the goodwill of English and French-speaking people, particularly teachers, towards each other. All those who visit homes of the other language or receive visitors of the other language into their homes are parts of "Visites Interprovinciales," and the teachers who encourage and assist in these arrangements are intimate parts of it.

This article, however, is to bring readers up to date on the development of the inner core of the movement. Since its very small beginnings it has grown fairly steadily, but it outgrew its own strength in 1945, and thereafter until May, 1947, was recuperating. Thanks to some generous friends, including many teachers the founder has been able to secure help from the governments as well and to take on assistants, full-time and part-time. Monsieur Paul Marquis, of Montreal and Quebec, who for some years was on the Modern Language staff of University College, Toronto, is giving full time for at least a limited period. Mademoiselle Germaine Garon, of Chicoutimi, who like Monsieur Marquis gave great assistance on a purely voluntary basis for some years, is now working on it full time-permanently it is to be hoped. Others, full-time assistants for shorter periods, are Mademoiselle Monique Coulombe, assistant secretary to Monsieur l'abbé Arthur Maheux, of Quebec, Mademoiselle Rita Delisle, Mrs. Donald Young, Mr. Allan Austin, and Miss Jessie Gillespie. But this sounds like more than it Sometimes the periods they work for us are very brief and we must depend on teachers for a great deal of voluntary help as in the past. Hereby we apologize to many to whom we have offered insufficient thanks for their collaboration.

Among plans for the future is, first of all, the firm intention of starting work earlier next year. On our part we intend to see that some representative visits the maximum number of schools during the winter and early spring. May we ask that teachers continue to collaborate by mentioning the matter to their classes and assisting pupils in sending complete information. For quickest results inquiries should now go to Mlle Germaine Garon, 20 avenue Bégin, Chicoutimi, P.Q. May we hear when teachers have visited or received a visitor? Will they write up the visit in their school paper or tell about it at a school assembly?

Every year we have more wishing to visit than homes to place them in. Yet we are sure that there are many who would be willing to receive a French-speaking visitor for a while if they knew how interesting it was.

Another plan for the future is to re-establish an exchange of correspondence between pen pals.

A little has been done in the way of scholarships to pay travelling expenses. We shall do more when we can.

F. H. BIGGAR, Director, Upper Canada College, Toronto.

CORRESPONDANCE SCOLAIRE INTERNATIONALE BUREAU FRANÇAIS

au Musée Pédagogique : 29 rue d'Ulm, Paris (5e)

Le 11 octobre, 1946.

Mr. M. C. Brokenshire, M.A., Jarvis Collegiate Institute, Toronto, Ontario, Canada. Monsieur.

Madame Rocher nous fait suivre la letter que vous lui avez adressée le 12 avril, sur des indications inexactes, et nous sommes très heureux de reprendre avec votre collège, nos bonnes relations d'avant-guerre.

Nous vous adressons ci-joint une liste-type pour inscrire vos élèves selon les indications que porte le verso de la circulaire en anglais.

Nous pouvons très facilement placer 100 noms de vos élèves et même d'avantage, car la demande française est énorme.

Pourriez-vous faire savoir à la Canadian Modern Language Review que c'est notre Bureau qui s'occupe, comme avant-guerre, de la correspondance, franco-canadienne. La lettre que nous lui avons adressée directement, avant les grandes vacances, nous est revenue, faute d'adresse suffisante. Nous serions heureux si elle pouvait rectifier dans un prochain numéro, et donner les indications essentielles, ainsi que notre adresse à ses lecteurs.

Nous vous remercions à l'avance de bien vouloir lui transmettre cette requête et vous prions d'agréer, Monsieur, l'expression de nos tout devoués sentiments.

CH. M. GARNIER,

Directeur du Bureau Français de C.S.I. Inspecteur Général Honoraire de l'Instruction Publique.

SUGGESTIONS FROM A SUBSCRIBER

(1) Could the O.M.L.T.A., or the Department, or anyone, supplement the work of Mr. Biggar in arranging interprovincial visits? Could scholarships possibly be arranged to help students make such visits? None of mine can ever afford such a long trip, and they usually work all summer, yet some would benefit immeasurably.

(2) Could the Ontario Modern Language Teachers' Association sponsor a verse-speaking contest for students (something very simple). The ones who are learning to speak beautifully ought to have some encouragement!

Dora H. Smyth, Agincourt H.S.

EXAMINATION HIGHLIGHTS

Levez-vous vide!
Mettez vos gommes!
Il se sauvait.—Il se quittait.

The story ends here with an air of expense.

ANNUAL CONVENTION OF THE O.M.L.T.A.

APRIL 8, 9, 1947

LTHOUGH practicality was the keynote of this year's convention, which featured two demonstration lessons, a question and answer period, and the results of a comprehensive provincewide investigation into current teaching problems, the inspirational side was not neglected. Association members were privileged to hear an inspiring and stimulating presidential address, a brief talk by a recent visitor to France, and the banquet address by the new French Consul.

Mr. Walter R. Ziegler, of Oakwood C.I., Toronto, taught a French lesson from Cours Primaire de Français. It was a most effective demonstration of how to take up an English into French exercise. The lesson was all the more appreciated because the class was an average one and made the usual errors. All agreed that Mr. Ziegler was a fine

teacher as well as a courageous one.

Mr. David Steinhauer, of Jarvis C.I., Toronto, taught a German Authors lesson from Pünktchen und Anton. While the class was obviously a superior one, there was no doubt in anyone's mind of the competence of the instructor. His fluent command of the language and his almost exclusive use of it during the lesson were admired by all. There followed a very useful discussion of the lesson, in which many valuable and practical ideas were exchanged on the subject of teaching authors lessons, the burning question with all language teachers.

Mr. Beattie's programme committee had a novelty for the Association in the form of an "Information Please" panel composed of Miss Dora Stock and Miss Euphrasia Hislop. Dr. I. Goldstick acted as "Mr. Fadiman," and put to the experts questions that had been submitted in advance. Most valuable hints were given by both ladies with regard to authors lessons. Dr. Goldstick spoke for all when he expressed the hope that some of the answers would be committed to writing for publication in the Review. We understand that this will be done in the fall issue of the Review.

Mr. Corbett presented the statistical results of his committee's thorough investigation into many of our problems and the 22 resolutions based on those results. The following were passed and have been sub-

mitted for consideration to the Department.

RESOLUTIONS PASSED AT THE CONVENTION OF THE ONTARIO MODERN LANGUAGE TEACHERS' ASSOCIATION, APRIL, 1947

1. That the OMLTA emphasize the importance of giving language students at least one period per day in the lower grades and six per week in Grades XII and XIII in view of the amount of work to be covered and to avoid gaps in the instructional sequence.

2. That the OMLTA urge the Department to enforce the regulations re

size of classes in order to improve language instruction.

3. That the OMLTA is of the opinion that "Cours Moyen Parts 1 and 2" should contain:

(a) French-English vocabularies with the lessons;

(b) Treatment in vocabularies of synonyms, antonyms, etc.; (c) Definitions in French of important words of common occurrence: (d) Grammar rules in French as well as in English.

- That the OMLTA urge the Department to provide better textbooks in German.
- 5. That the OMLTA is of the opinion that, considering the time available, the present prescription of courses is too comprehensive to allow proper emphasis on the oral phase of language instruction such as dictation, memory-work, songs, etc., and on the history, geography and customs of the nations concerned.
- That the OMLTA is of the opinion that the system of scholarships should be extended as widely as possible to afford opportunities to a greater number of language teachers to attain oral proficiency.
- 7. That the OMLTA urge the Department to further the study of grammar in the elementary grades in order that the pupils may come to the secondary school grades with a reasonable knowledge of the basic principles of English grammar.
- 8. That the OMLTA recommend that the Upper School papers be set by a committee composed of University staff, Inspectors, and teachers.
- That the OMLTA is of the opinion that the examinations should primarily represent the successful completion of the Secondary School course, with particular emphasis on Grade XIII prescriptions.
- 10. That the OMLTA is of the opinion that tests in dictation, oral reading and conversation, should be included in the examinations; and recommends that a committee be appointed by the Department to study ways and means of developing the necessary machinery.
- 11. That the OMLTA is of the opinion that pupils should not be required to give intricate multiple detail answers to obtain complete marks for questions on the prescribed texts.
- 12. That the OMLTA is of the opinion that recent questions on synonyms and antonyms have not given candidates a fair chance to show what they have learned.
- 13. That the OMLTA is of the opinion that the marks on the Authors paper should be allocated in the proportion of 60% to the prescribed text and 40% to the Sight.
- 14. That the OMLTA is of the opinion that the continuous prose should be based on the "Cours Moyen" alone.

In his presidential address, entitled "Words," Dr. Lacey stressed the heavy responsibility of the language teacher for impressing on the student the necessity of distinguishing between the effective and informative use of words, of weighing words carefully, of distinguishing shades of meaning and of always being careful to take the context into consideration. In this way only could the language teacher contribute to making and maintaining the peace.

Mr. Ian Ferguson, of Owen Sound C.I., gave a brief, interesting talk about his experiences in France as a guest and "boursier" of the French Government. At the Second Annual Banquet at Malloney's Art Gallery the Association heard a 30-minute "causerie" by Mr. Jacques Grellet, the new Consul of France in Toronto. In it he gave a remarkably thorough and objective description of present-day France—its problems of reconstruction, political, social, economic and educational.

The following officers were elected for 1947-1948: Past President, Dr. A. Lacey; President, Mr. Jaques Leduc; Vice-President, Mr. G. A. Klinck; Secretary-Treasurer, M. M. Sniderman; Council: Miss Ada Adams, Miss Marjorie Fugler, Miss Eleanor McCormick, Dr. Frances Montgomery, Mr. Wm. Beattie, Mr. G. G. Beck, Mr. L. H. Corbett, and Dr. H. Humphreys.

O.M.L.T.A. Executive Meeting, May 3, 1947

Under the presidency of Mr. Leduc, the first French-Canadian to hold this position, the Executive made an early start on May 3, to make plans for the year 1947-48.

The Treasurer's report disclosed receipts to date of \$146.12, and with the anticipated receipt of fees from the O.E.A. of about \$110.50, a total of \$256.62. Expenses since the convention, including those of the executive meeting, were \$77.37. Bills outstanding—the honoraria for the Editor and Business Manager of the Review and the cost of printing the Review ballot and the gift promotion copies—were \$176.63, making a total of \$254.00 in expenses. It was obvious, therefore, that the Association would need to draw on the \$200 loan held by the Review. A motion to this effect was made and passed. The membership of the Association at time of writing is 332, an increase of 32 over last year.

A discussion of the resolutions resulted in the following decisions:

(1) The need for a committee to study the matter of revision of texts to provide for more co-ordinated courses and to make recommendations to the Department and the publishers;

(2) The advisability of limiting the number of resolutions to allow sufficient time for thorough discussion.

The following committee conveners were appointed, with power to choose their own committees:

Programme.—Miss Eleanor McCormick, who has selected the following committee: Miss M. A. Gilles, Dr. I. Goldstick, Miss M. K. Macpherson, and Dr. Frances Montgomery.

Resolutions.-Mr. H. O. McAndrew.

Co-ordination of Courses.-Mr. L. H. Corbett.

Nominations.—Dr. A. Lacey.

Auditors.-Mr. R. S. Foley and Mr. A. C. Middleton.

Membership.-Miss Kathleen M. Russell.

Miss McCormick received the following suggestions for her committee:

- (1) Resolutions to be programmed the first day of the convention.
- (2) Banquet at Malloney's Art Gallery.
- (3) A demonstration lesson in French.
- (4) A panel discussion on some vital teaching problem.
- (5) Names of speakers for the banquet and the convention.

The Executive re-appointed Mr. G. A. Klinck and Mr. P. K. Hambly as Editor and Business Manager respectively of the Review.

The meeting closed with a hearty vote of thanks to Dr. Lacey for his good offices in obtaining the use of the James Room in Victoria University Library for the meeting.

M. SNIDERMAN, Secretary-Treasurer.

ONTARIO DEPARTMENT OF EDUCATION TRAVELLING COURSE IN ORAL FRENCH IN THE PROVINCE OF QUEBEC

Something entirely new in Summer Schools has been announced for the Oral French Course this year. Ontario teachers will be given the opportunity of travelling through the Province of Quebec from July 10th to August 7th at reduced rates, stopping in turn for a week or more in Montreal, Quebec, and Baie-Saint-Paul, where accommodation will be provided in well-known educational institutions for approximately \$15 a week.

This Travelling Course in Oral French has been organized to enable Ontario teachers of French to become acquainted with the Province of Quebec, to come into immediate contact with as many phases as possible of the life, literature, art, institutions and customs of urban and rural French Canada and at the same time to improve their linguistic equipment by constant practice in a French milieu. All teachers admitted to the Course will be required to use French exclusively throughout the session. Small groups of five members (arranged by themselves if desired), having about equal facility in expressing themselves in French, will be under the supervision of conversation tutors whose native language is French. These tutors will live in the closest association with their groups (in residence, at meals, on excursions, etc.), and will be constantly at their disposal. Experienced teachers themselves, they are familiar with the needs of the classroom and anxious to give the maximum amount of assistance, especially to those who have hitherto had little opportunity for practice in French conversation.

Application forms may be obtained from the Deputy Minister of Education, Parliament Buildings, Toronto, and when the form is submitted it must be accompanied by the full tuition fee of \$10. Complete details concerning the Course will be supplied on request.

A \$20,000 LIBRARY TO THE UNIVERSITY OF TORONTO

Professor M. A. Buchanan, who retired at the end of June, 1946, from the headship of the department of Italian and Spanish in the University of Toronto, has presented to the university library his magnificent collection of Italian and Spanish literature. Professor Buchanan built up the university library's Spanish and Italian section, which students come from the U.S. to consult. His private collection, which contains many rareties and unique items, will undoubtedly place the Italian and Spanish section of the library in the first rank in North America, President Sidney Smith said. W. S. Wallace, university librarian, estimated that, if this collection were sold in the open market, it would yield not less than \$10,000, and possibly even more than \$20.000.—(Toronto Daily Star, July 13, 1946.)



Books Your Students Will Enjoy

POIL DE CAROTTE

By Jules Renard. Here are extracts from one of the best known of French books. There is hardly a home in France which does not possess a very tattered and well-thumbed copy. A book to be enjoyed. Illustrated with 8 photographs; also vocabulary, notes and exercises. \$1.00.

ALLONS GAI!

Chosen and edited by George A. Klinck. "As an introduction to the study of French Canada and its literature, this little book should be required reading for all students and teachers."—The School, 90 cents.

The Ryerson Press, Toronto

Something new is being added to -LE SAUT DU GOUFFRE by "Maxine"

. . . . A number of schools have requested the inclusion of exercises and questions in LE SAUT DU GOUFFRE, the first book in the series, "Contes Canadiens." These are now being prepared by Mr. L. H. Corbett, Head of the French Department at Bloor Collegiate, Toronto. Both exercises and questions will be based on idioms, vocabulary, content and comprehension.

.... With the addition of these exercises, LE SAUT DU GOUFFRE will now be suitable for use as an *intensive* as well as an *extensive* text.

.... Since the new edition with exercises and questions will not be off the press until late July, we would suggest, if you are ordering in the meantime, that you specify whether you require the book with or without exercises.

LONGMANS, GREEN & COMPANY

215 Victoria Street, Toronto, Ont.

BOOK REVIEWS

Old Quebec—Trails and Homes. By E. C. Woodley—illustrated by C. W. Jefferys. Toronto, Ryerson, C. 1946. Price \$2.00

Old Quebec—as a title the words have an inevitable magic, though the sub-title, Trails and Homes, brings us once again into the more prosaic realm of social history. The book is divided into two parts—the French period and the English period; the former being dealt with chronologically, the latter topically and perhaps more extensively.

Part I contains within its scope a general view of colonization in New France, an account of the first settlements at Quebec and Montreal, an analysis of life in the seignories, and an outline of a less familiar topic: the Kingdom of the Saguenay. Part II tells of the origins and early experiences of the English settlers, their community life, schools and education, churches and religion, and finally of their trade and their adventurous lives.

The writer's painstaking accuracy is clearly evident, and the details presented add vividness and vitality to the subject. For instance, it should be of particular interest at the moment to note that "the greatest hindrance to the development and expansion of New France was lack of population." Another anecdote tells how the Plains of Abraham got their immortal name from a Scottish pilot in the service of the Company of One Hundred Associates. Again, specific reference is made to the validity of Hémon's Chapter on making land in *Maria Chapdelaine*.

There is less romance in the tale of the English settlers, but here and there are items of singular interest. For example, there is a reference to one of the saddest spots in Canada—at Grosse Isle, where a granite cross has been erected to the memory of thousands of Irish emigrants who died in 1847 en route to this country. "Sugaring off," the great community activity of the spring, is described in detail, while a list of text books used in 1846 at Stanbridge Academy startles the teacher of to-day. One learns, too, of potash, which became a most valuable and marketable product, and was a source of wealth to the settlers of the pioneer period. Tales of bears, wolves, and even panthers, show that life was not without the salt of adventure.

The style of *Old Quebec* is pleasantly readable, and the thesis is presented in a logical, unhurried fashion which carries conviction. The clean, clear illustrations by C. W. Jefferys, as always, assist in animating the text.

Emphatically a book for a quiet evening, Old Quebec provides much greater insight into conditions with which most of us are relatively unfamiliar. As a source book, it should prove valuable in Grade X Social Studies, but it is a volume which all thoughtful, historically-minded Canadians can read with pleasure and profit.

BETTY BEALEY, North Toronto C.I. Voces de las Americas. By Kaulters and Blayne. Published by Henry Holt and Company, New York (Clarke, Irwin & Co., Toronto), 1947. 540 large-size pages, excellent paper, large, clear type. Price \$3.85. This book is Number One in a series of three, the other two being, Voces de la Espanas and Guia al Espanol.

Voces de las Americas is the basal first-year book. It contains 336 beautiful pictures with a description of each one in easy Spanish. The material throughout is decidedly interesting, modern, practical, and covers a very wide range. You will learn all about seropes, ponchos, llamas, bull-fights, lotteries, religious processions and observances, the different national heroes, Hidalgo Benito Juárez, Simon Bolivar, San Martin and O'Higgins, menus, trains, music and the theatre, Tito Guizár, José Iturbi and Cantinflas, sports and the good-neighbour policy of Uncle Sam. All these things are illustrated and made vivid by very excellent pictures.

It would be a grand book for self-instruction, after you had received a few good lessons on how to pronounce Spanish. It contains clever devices for learning vocabulary, using the game idea with timing. You can play these games by yourself or with a partner or in a group. Some

of these are:

(1) Matching two columns of words and phrases.

(2) Unscrambling sentences in which game the winner is the pupil who has the most sentences unscrambled and rewritten correctly (or spoken) at the end of so many minutes.

(3) Quiz games, using pictures.

(4) Dialogues.

(5) Information please.

(6) Puzzles.

(7) Self-testing devices; you decide which of the three items in parenthesis, makes the best sense in Spanish in the context in these sentences. How many can you do in five minutes?

This book, although splendid in so many respects and perhaps ideal for self-instruction, is not likely to be used as a class text in Ontario secondary schools, because of the price and because of the fact that it contains material for only one year. However, I think it would be a good idea if each teacher of Spanish had one or even all three of them. Also, it would stimulate the pupils' interest in Spanish to have a few copies in the class library. The approach is modern, exciting, practical and, above all, interesting.

M. C. Brokenshire.

L'Encyclopédia de la jeunesse—the French Book of Knowledge published by la Société Grolier, Coronation Bldg., Montreal, P.Q.

Le Monde Français—revue mensuelle paraissant simultanément à Paris et à Montréal. Administration: 360, rue Le Moyne, Montreal, P.Q. Abonnements: Un an: \$7—trois ans: \$18—le numéro: 75c.

Louis Bastide. By Jules Romains. Edited by Fernand Vial, of Ford-ham University, and published by Henry Holt and Co., New York. 132 pages of text. Price, \$1.75.

Jules Romains holds a prominent place among the great writers of modern France. In his series of 27 volumes, Les Hommes de Bonne Volonté, he presents a vast picture of humanity and an infinite variety of characters. He best shows his great understanding of human psychology in the chapters which deal with Louis Bastide. In them he paints an exact and sympathetic picture of the French working classes in the story of a sensitive child who grows up in a family beset by difficulties. This text includes selections from the 1st, 6th, 13th, 19th and 27th volumes, and ends with a chapter not published elsewhere.

It seems to me that this book is rather beyond the capacity of all but the very best Grade XIII students. The vocabulary is quite difficult, and there is not enough action in the story to carry the reader through such difficulties. I do not feel that the average adolescent would appreciate the psychological analyses with which the book is filled. To anyone who has lived in Paris the descriptions are fascinating, but there would need to be copious notes for the student to understand and appreciate them.

In summary, I should say that this book would be a good one for the teacher's private library, to be lent out to some particularly imaginative and thoughtful pupil.

> K. M. Russell, Sudbury Collegiate.

Histoires Anecdotiques. By P. G. Wilson. Limp, 71 pages. The London Modern Language Series, 1946. Toronto, Clarke Irwin. Price, 45 cents.

Many teachers will find this book extremely valuable for supplying sight passages on examination papers. For that purpose alone it is an excellent volume and greatly needed. The stories presented are of varying degrees of difficulty and for the most part rather amusing. The questions following each selection are so worded that a student may not merely copy a sentence from the text as an answer. The booklet was intended, however, to serve as a reader, and the editor suggests the following treatment of the anecdotes: The teacher reads the story while the pupils listen with closed books, then, after studying the text, they answer the questions, translate the prose passage, and finally write the article from dictation or from memory. Each selection is followed by a vocabulary and grammatical notes where necessary.

M.F.

BOOKS RECEIVED

Conversational French for Beginners—by Julian Harris and André Lévêque, 438 pages. Price, \$3.10. Toronto, Clarke, Irwin, 1946.

Grand'mère Raconte. By Marius Barbeau. Cloth, 105 pages. Longmans Green, 1947. Price, 75 cents.

This is a collection of illustrated folk tales of French Canada. Among the stories presented are legends of the origin of the toad and of why the crow is black, and variations on the stories of Cinderella and Bluebeard. There are ten selections, each of which is followed by a vocabulary, questions in French, exercises and sentences for translation. The book could be read by a Grade Eleven student, but not every boy or girl of that age would be interested in fairy stories of this type.

M. F.

THE HARRAP STANDARD DICTIONARY AGAIN AVAILABLE

The Harrap Standard French Dictionary on your library shelf may not look like an item of war material, but one of the first shipments to North Africa after the Allied landings contained 400 sets of it, according to Mr. Olaf Anderson, director of George G. Harrap and Company, London, England, who visited Canada recently. Mr. Anderson tells us that Mr. R. P. Ledesert, of the London office, has undertaken the task of keeping the dictionary up-to-date, and now has an organized net-work of contributors who submit to him words and phrases which may qualify for inclusion in a supplement at a later date. The Toronto office* will be pleased to receive and forward comments and suggestions from Canadian teachers.

In spite of post-war manufacturing problems, British and French publishers are issuing new books and are making available again standard publications in the educational field which have been in short supply through the war years. Himself a Moderns graduate, Mr. Anderson is particularly interested in Harrap publications in this field and had several items to mention which will be of special interest to Canadian teachers of French. The Harrap Shorter French Dictionary is finally available here again in a one-volume edition; also back on the market are the fourteen big coloured Tableaux Colson and the wall maps of France. A new Harrap publication, Manuel de Français Moderne, by J. E. Travis and D. M. Auld, will be of special interest to teachers in those provinces where Mr. Travis's Cours Moyen de Français is used as a textbook.

Through the kindness of Dr. C. C. Goldring and Mr. C. W. Robb, Mr. Anderson was able to visit several Toronto schools. He was much impressed with the work which he saw being conducted in their classrooms, and particularly with the basic similarity between British and Canadian educational programmes.

*Clarke, Irwin & Company Limited, 480 University Avenue.



MODERN LANGUAGES

A Journal of Modern Studies

Edited by LESLIE WILSON

Published as the organ of the Modern Language Association and intended both for teachers and for the intelligent general public, Modern Languages has for many years been accepted as the leading British journal devoted to the interests of advanced linguists.

Plans are now afoot for enlarging this journal and extending its scope, as soon as production difficulties can be overcome. Its saim will be to provide, over the course of years, a scholarly conspectus not of linguistic pedagogy alone, but also of the civilization of the major countries of Europe and of Latin America, under such headings as Literature, Art, the Press, the Theatre, the Cinema, Broadcasting, History, Philosophy, Science, Economic Rehabilitation, Political Tendencies, etc.

Modern Languages at present appears three times a year, in April, September, and December. Subscription, including membership of the Association, £1.1s.; subscription to Modern Languages alone, 9s. 6d. per annum. Address subscriptions and inquiries about membership to the Hon. Secretary, Modern Language Association, 5 Stone Buildings, Lincoln's Inn, London W.C.2, England.

Articles, news notes, and books for review should be addressed to the Editor, Modern Languages, at the same address.

THE FALL NUMBER

Beginning with the Fall Number, the Review will feature a series of LESSON PLANS outlining various difficult topics in French and German grammar and composition. If there is any topic you would particularly like to have explained please forward your request to the Editor.

AN ORIGINAL INTERPRETATION

Stop, thief!... Art teachers in Regina, Sask., public schools like to read poetry to their pupils and have the tots interpret them on paper. At Connaught Public School a teacher asked for drawings of the following: "Mother's kneading, kneading dough; in and out her fingers go."

An original interpretation showed a pair of men's trousers hanging up and mother nearby, her hands "going in and out" of the pockets. We wonder if she found any "dough?"

-Toronto Daily Star.

Support of National Publications Is Essential to the Development of Canadian Art and Culture

Canada's most important export has not been a product of her factories, her forests and streams, or her mines and fields; it has been the artistic talent of her people. Very few of her most talented writers, artists and musicians have remained in this country. They have emigrated to the United States and Great Britain where recognition of their ability has been surer and greater.

One of the principal reasons for this exodus of Canada's talented sons and daughters, certainly the writers, poets and many artists, has been because Canadians have not supported adequately their national publications,

There are many excellent Canadian magazines—which need make no apologies in comparison with imported publications. They are well worthy of support on their own account. They deserve your support even more on the count that they can, with sufficient help, retain for Canada the skill of Canadian artists and writers.

It is essential to the artistic and cultural development of Canada that they be retained here. You can do your part to accomplish this by support of THE CANADIAN REVIEW OF MUSIC AND ART.

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